
ENHANCING LITERATURE ON PROCEDURAL JUSTICE AND ORGANIZATIONAL LEARNING:
EXAMINING MEDIATING ROLE OF ORGANIZATIONAL LEARNING
AND ORGANIZATIONAL TRUST

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Abstract. The purpose of the present research was to explore the impact of procedural justice on organizational learning, employee knowledge sharing, and organizational trust. The present study also examined the mediating effect of organizational trust and knowledge sharing as well. The researcher adopted a survey method for the collection of data in the present study. The data was collected from the employees of automobile firms in Indonesia. The valid response rate of the data collected was 63.27%. For the analysis purpose, the study used PLS 3 software. The findings of the study support all of the proposed direct and mediation hypothesis. The study contributes to filling the gap of few studies regarding HR factors to enhance the organizational learning in the automobile sector of Indonesia. The present study is also helpful for the policymakers of the automobile sector and academicians of HR to better design their strategies for organizational learning and to achieve long term goals.

Keywords: Procedural Justice; Organizational Learning; Organizational trust; employee knowledge sharing; Indonesia

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1. Introduction

In the area of human resource, trust is the main factor among job feedback, evaluation, performance, placement, job security, job duties, promotion, compensation, development and training. With the help of structures, organizations can develop and enhance the level of trust among employees. Basically, this is the process by which trusting has become successful. Since decades, the relationship among trust-based relationships within firms has remained the topic of discussion. Since the last three decades, this construct is positioned as the base of the quality of relationships among employees. Moreover, trust among employees is key for organizations to gain a competitive advantage. In order to achieve long term stability within the firm, the trust among employees and groups of employees is very critical. Researchers have mentioned that for the productive and positive social process, trust is the most important element. In the end, it's been mentioned by Guinot, Chiva, and Mallén (2013), that trust is the major factor for the smooth operations of organizational processes (Guinot et al., 2013; Hernandez & Prieto, 2020; King & Samaniego, 2020).

In management sciences, organizational learning is the field that has grown rapidly, and researchers have provided a lot of attention to this concept. Scholars have defined it from a number of different perspectives. Researchers have recognized learning as knowledge as well as the process of gaining knowledge. Organizational learning is early defined as the organizational actions having a lot of information including news, ideas, methods and knowledge through a number of ways having the perspective of macro-level. It's been established

by a number of scholars that organizational learning has a very key role to play to enhance the organizational commitment among employees and develop a competitive advantage for the firm. During the organizational learning process, organizations deal with the available information and use it for the benefit of the organization (Lin & Sanders, 2017; Hussain et al., 2020).

Organizational learning is the behaviour of the organization, which is mostly implemented and practices in learning firm. Among other important aspects of learning firm, organizational learning is an important one. Researchers mentioned that there is a difference between learning organization and organizational learning. They both are different terms. Basically, organizational learning is the concept which is used to define a different kind of activities which take place in a firm. On the other hand, a learning organization is a certain type of organization. It is key to understand that there exists a relationship between these two terms. It is pointed out that organizational learning is the addition of the individual level of learning within a firm, having more emphasis on individuals who have the responsibility of learning and perform to achieve a collective goal. Whereas, a learning organization is the outcome of OL. One of the most important features of learning organizations is organizational learning due to which resources related to knowledge are effectively utilized to improve the performance (Gilaninia, Rankouh, & Gildeh, 2013).

In the present century, competition among the organization is increased because of globalization, rise in population, and technological advancement. Therefore, it is important for organizations to alter their strategies and policies. Therefore, there is need of time that organizations need to develop strategies for practices of knowledge management. It is very important for sustainable organizational development. In order to develop knowledge management practices within the organization, knowledge sharing is the key (Bolisani & Bratianu, 2018). Importance of knowledge sharing among employees is mounting as well to enhance organizational performance. Opportunities for both public sector and private sector firms are created because of knowledge sharing activities of the organization. The activities of individuals to distribute and transmit the available knowledge among organizations, groups and individuals is known as knowledge sharing. For the long-term survival and sustainable development of the organization, efficient and effective knowledge sharing is important. Basically, knowledge sharing is the knowledge movement among of organization who collaborate and help each other to implement the policies, new idea development, and to solve the problems (Mohajan, 2019).

Procedural justice is the concept which is complimentary, and it is related to the employees make judgements regarding fairness and results in case of their interaction with other employees. Procedural justice is the level at the procedure of organization are taken as fair. The term free procedure means there exists no biasness in terms of procedure, it is applied equally to all level of employees, and using accurate as well as timely information so the proper decision can be made and have the capability to correct the wrong decision (Roberts & Herrington, 2013).

Around the globe, the automotive industry plays a very important role in the growth of the national economy. The automobile industry contributes more than 10.16% in global GDP. There is a rise in the exports of automotive industry products manufactured in Indonesia. According to the statistics of 2017-18, Indonesia is the 17th largest producer of the automobile in terms of passenger vehicles around the globe (Nurchahyo & Wibowo, 2015). Moreover, currently, Indonesia is the fifth-largest vehicle producer in Asia. In this immense competition, organizations must focus on the strategies to enhance their organizational learning so they can compete with other organizations. Therefore, the aim of this study is to examine the impact of procedural justice on organizational learning with the mediation of knowledge sharing and organizational trust.

2. Literature Review

Organizational Learning

Researchers have defined organizational learning as the process of organization which is learned by the employees to alter and improve their behaviour by absorbing new knowledge. It also involves an important accumulation of knowledge and development of knowledge in order to achieve and increase organizational value.

In the same context, studies have defined organizational learning as the process by which performance of the organization can be improved by the managers by advancing the employee's learning capability keeping in view their role on organizational performance (Werlang & Rossetto, 2019; Grabara et al., 2020).

Researchers pointed out four stages of organizational learning. These four stages include the generalization of results after discovering, invention and production of results. Organizational learning is based on a number of organizational actions including memory, information interpretation, distribution of information and acquisition of knowledge which impacts the positive development of knowledge (Sharifi & Eslamieh, 2008). The basic objective of learning for the firm is to act in a participative way for the opportunities of learning. The main objective of learning is to understand the amount at which organizations have the capability to learn (Khatri, Gupta, Gulati, & Chauhan, 2010).

Mechanism of learning is the context which is used to improve the opportunities of learning. Organizational learning mechanism is cultural and structural aspects which facilitates the revision and development of the learning organization. There are a number of factors involved in cultural values, including behaviour, assumptions, role, attitudes, norms, beliefs and common values which provide the best learning opportunities. Aspects of structural learning are the arrangement of the institution in terms of procedure and structure, which allow the firm to perform different tasks in a systematic way. These tasks include distribution, storage, analysis, collection and using the information which has a relationship with the effectiveness of the organization. Learning within the firm is affected by both cultural and structural aspects in all levels of organizations, including entire organization, team and individual employees (Gilaninia et al., 2013).

According to Riahi (2009), following elements are included in the organizational learning mechanism: (1) environment of learning (2) identifying the development and learning needs (3) practising the learned knowledge and (4) fulfilling the development and learning needs and learning organization and organizational learning two concepts which are different totally. Organizational learning deals with the processes which are followed within the organization, whereas learning organization are the certain type of organizations. Organizational learning capability is the base of organizational competitive advantage and the source for the organization to be successful. The aspects of organizational learning capability include teamwork, transfer of knowledge, rewards, empowerment, the commitment of leadership and mission and vision of the organization. Through learning, organizations can improve their performance and can develop new capabilities.

Procedural Justice

Schulte, Lehmann-Willenbrock, and Kauffeld (2015) defined procedural justice as the group level cognition regarding the way these group members are treated. There are three critical criteria of procedural justice include the level to which organizational process (a) provide the opportunity to employees to share their opinion and can impact the organizational outcome (b) is applied constantly (c) is moral and ethical.

Procedures within the firm are considered just and equal when opportunities are provided, have the chances to practice control on the process of decision making and over the decisions which lead to results. Through the procedures, employees can share their opinion with others and can share their feelings regarding the organization as well. Researchers in a study conducted on the employees of information system specialists observed that there exist significant association among procedural justice with information sharing, non-monetary rewards, development of skills and practices regarding fair rewards. If organizations follow the fair procedures, it shows that organization care regarding the organization and takes initiatives to support them. The scenario when the management of the organization provides procedural justice perception to the employees, employees, will be felt supported through the firm. This perception will lead to the development of organizational trust. Confidence of the employees will be shaken as the result of procedural justice which depends on the organization for the fulfilment of their needs. If these rules are violated, employees will develop the perception that they are not taken cared for by the firm. Researchers argued that social motivation is determined by procedural justice in order to create cooperation among employees (Paré & Tremblay, 2007; Dalle, Siyoto, Astika, Negara, Chandra, &

Anam, 2020; Yunani, Dalle, Miar, & Maulida, 2020; Laužikas, & Miliūtė, 2020; Kohnová, Papula, Papulová, Stachová, & Stacho, 2020; Salleh, Omar, Aburumman, Mat, & Almhairat, 2020; Hitka, Lorincová, Vetráková, Hajdúchová, & Antalík, 2020; Indrasiene, Jegeleviciene, Merfeldaite, Penkauskiene, Pivoriene, Railiene, Sadauskas, & Valaviciene, 2020).

In the same context Walumbwa, Wu, and Orwa (2008) mentioned that if employees have the perception that they are being treated fairly by the management of the organization, they will like to be involved in extra job roles and activities of the firm. Procedural justice is basically the signal from the leaders of the organization to employees that they are valued by the organization and leaders. Procedural justice is the key to shape the behaviours of the individual with the passage of time. As a result, organizational learning is enhancing, as well. On the basis of the above arguments, it's been hypothesized that:

H1: Procedural justice impacts organizational learning significantly.

Organizational Trust

There exist different types of trust having the distinction on the bases of trustee's nature. A person can develop interpersonal trust known in particular people, or one can have impersonal trust in an organized system. The present study is focusing on organizational trust in the overall system. The basis of organizational trust in terms of the impersonal trust is on reputation, systems and roles. On the other hand, the basis of interpersonal trust are individuals and their relationships with others. There exists a complex relationship between the relationship and operations of the organizations. Whereas, these relationships are very dispersed and changing rapidly as well. Therefore, trust is the potential to develop into a competitive advantage. The point where interpersonal roles are important, organizations can get benefit the implementation of impersonal trust on a complimentary basis. The worker who can trust the firm must have to trust the other employees, supervisors and colleagues as well, which is one of the kinds of interpersonal trust. Thus, trust by the employee on the organization is basically the evaluation of firm's trustworthiness on the basis of employee perception, i.e. confidence that organization will perform the act which will be beneficial for the employee or any act will not be performed by the organization which will harm the employee interest.

Employee Knowledge Sharing

Savolainen (2017) have defined knowledge sharing as voluntary action of an individual to convey or spread the information, expertise or skills from one employee, body or cluster to another. On the other hand, researchers emphasized that employee knowledge sharing needs willingness and enthusiasm at the functional level. One can encourage knowledge sharing in an environment which is practically suitable for having useful information, procedures and tools.

In past literature, knowledge sharing is defined exchange of skills, experience, knowledge of an employee within all department or firm. There are a number of examples of knowledge sharing that includes the willingness of an employee to actively communicate with colleagues and consult the colleagues actively. Willingness to communicate is known as the donation of knowledge, whereas consulting the colleague is known as collecting the knowledge. There are also examples that sharing of knowledge exist at the organizational as well as individual level. At the employee level, knowledge sharing is to communicate with colleagues and subordinates to get help or to help then so the things can be done efficiently, quickly and effectively in a better way. For a firm, sharing of knowledge is transferring, reusing and capturing knowledge on the basis of experience which is available within the firm. Moreover, this knowledge is made available by the firm for other businesses as well (Svetlik, Stavrou-Costea, & Lin, 2007).

There are a number of benefits discussed in the literature in terms of knowledge sharing within the firms. A firm can enhance its productivity, retain the employees, and enhance the employee's skills as well. In the literature, three factors are discussed regarding knowledge sharing. First of all, the culture of an organization is the key element for the activities of knowledge sharing. The employees can better share the insights and ideas in the

organization where there is a good organizational culture in terms of knowledge sharing (Intezari, Taskin, & Pauleen, 2017). On the other hand, in order to support knowledge sharing, there is a need for knowledge exchange among the employees. In the end, on the basis of process view, knowledge sharing is explored by the researchers from the motivational and intentional perspective (Svetlik et al., 2007).

Organizational Trust: Relationship with Organizational Learning

The employer who constantly try to improve its relationship with employees and remain involved with employees at different levels. Organizational learning is referred to as the firm which establishes external and internal knowledge in a struggling environment for the sake of management strategies (Somerville & Farner, 2012). In the past, very limited research is conducted regarding the issue impact of organizational trust on organizational learning. If organizational leaders can transfer the trust among the other employees, it would lead to more trust and cooperation within the organization. On the other hand, organizational trust has a direct impact on organizational learning. In case there is a lack of trust among employees of the organization, the process of organizational learning becomes difficult. In this case, a lot of organizational resources will be spent to create organizational learning (Jiang & Chen, 2017).

H2: Organizational trust significantly relates to Organizational learning.

Employee Knowledge Sharing: Relationship with Organizational Learning

Researchers claimed that knowledge sharing and organizational learning are connected directly. The process of knowledge is composed of learning, thinking and sharing component having the relationship of reciprocity. Organizations must have the capability to learn regularly for long-term success and to gain a competitive advantage. For the process of the effective learning process, knowledge and information must be shared among employees. It is reflected in the outcome of the organization, and individual the way information is shared with employees and higher management. Interpretation of information is altered after the information and knowledge are shared among the individuals. It shows that for the interpretation process, it is key to share the knowledge and information among employees. In other words, as the knowledge is collected due to the sharing and learning of knowledge, the result of organizational learning will be different (Yang, 2007).

H2: Employee Knowledge sharing significantly relates to Organizational learning

Procedural Justice: Relationship with Organizational Trust and Organizational Learning

Procedural Justice has a strong impact on a number of organizational outcomes. Researchers reported that procedural fairness directly impacts the organizational commitment and trust among the employees. For organizational trust, procedural justice is one of the key antecedents. Trust among employees is enhanced as a result of organizational, procedural justice. Respect for dignity and rights is developed as a result of employee trust. In the same vein, the researcher reported that procedural justice has a significant relationship with organizational trust. Moreover, it is an important element of the organizational learning process (Yadav & Gupta, 2017).

H3: Procedural justice significantly relates to Organizational trust.

H4: Organizational trust is a significant mediator between Procedural justice and Organizational learning.

Procedural justice; Employee Knowledge sharing and Organizational learning

It is important for the employees to have the feeling that they are being treated fairly by the organization. If employees have this perception, they will develop trust with the organization, and they will want to remain engaged with the same organization for a longer period of time. The basic reason for this act is the confidence

developed in the organization by the employees. As a result of trust, the employee's behaviour and attitude towards work are altered positively. The ability of employees to share the information and knowledge is enhanced as well as a result of organizational justice in their procedure. It is because the behaviour of employee regarding sharing the expertise and skills is altered on the level of fairness in the way these employees are treated by the supervisors and top management of the organization (Kim & Park, 2017).

Procedural justice is referred to as an exchange among employees and the organization. Procedural justice deal with a number of procedures such as ethical, representative, correctable, accurate, unbiased and consistent. Despite the fact that the reaction of employees regarding the firm was the main topic of concern in a large number of past studies, but still, the impact of procedural justice on knowledge sharing among employees is less known (Lee & Wei, 2017).

The process which is followed by the organizations for the distribution of incentives, plays a major role in procedural justice such as if every member of the team gets an equal reward when a goal is achieved, most of the team members will feel happy, but the top performer of the team will be discouraged. Whereas, if every member of the team is evaluated on the basis of its performance, and rewarded on the basis of performance, it will lead to the development of motivation among employees to gain knowledge and expertise. Keeping aside, the issue of reward distribution, if the employees have the perception that there exist biases in the evaluation process of the organization, procedural justice will be reduced. As a result, knowledge sharing attitude of the organizational employees will be negatively impacted (Ibragimova, Ryan, Windsor, & Prybutok, 2012).

H5: Procedural justice significantly relates to Employee Knowledge sharing.

H6: Employee Knowledge sharing is a significant mediator between Procedural justice and Organizational learning.

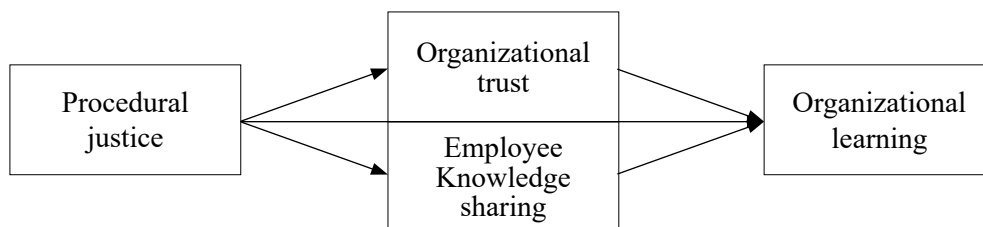


Chart 1. Theoretical framework

3. Research Methodology

This is a quantitative study in which the impact of predicting variables was assessed on outcome variables. The present study involved primary data. Therefore, for the present study, data were collected from the employees of automobile firms in Indonesia. The data was collected in the form of survey questionnaires designed from the items adopted from past studies. The questionnaires were sent to employees through their emails. From the 610 distributed questionnaires, 389 were returned and used for further analysis. Thus, the valid response rate of the present study was 63.27%. The data collected from the respondents was through questionnaires adopted from past studies using 7 Likert scales. The reason for using 7 Likert scales was that data collected is more accurate and easier to use. Moreover, it shows a better reflection of the respondent ideas. For the analysis of the data collected, the present study uses PLS-SEM for which PLS 3 software was used.

4. Results and Analysis

The present study has opted to use PLS-SEM in the present study instead of other options like CB-SEM and ML-SEM. The path models of PLS create differentiation among constructs through two models, namely, factor model and composite model. In the composite model, there exists no restriction for the covariance among the items of the construct, whereas, the common variable does not determine the covariance of the variable. On the other hand, in the factor model, because of the latent factor, the variance among the items is determined along with a certain random error. Moreover, PLS have the capability to measure the reflective as well as formative models. In the present study, the analysis was performed through PLS 3.0 (See Figure 1).

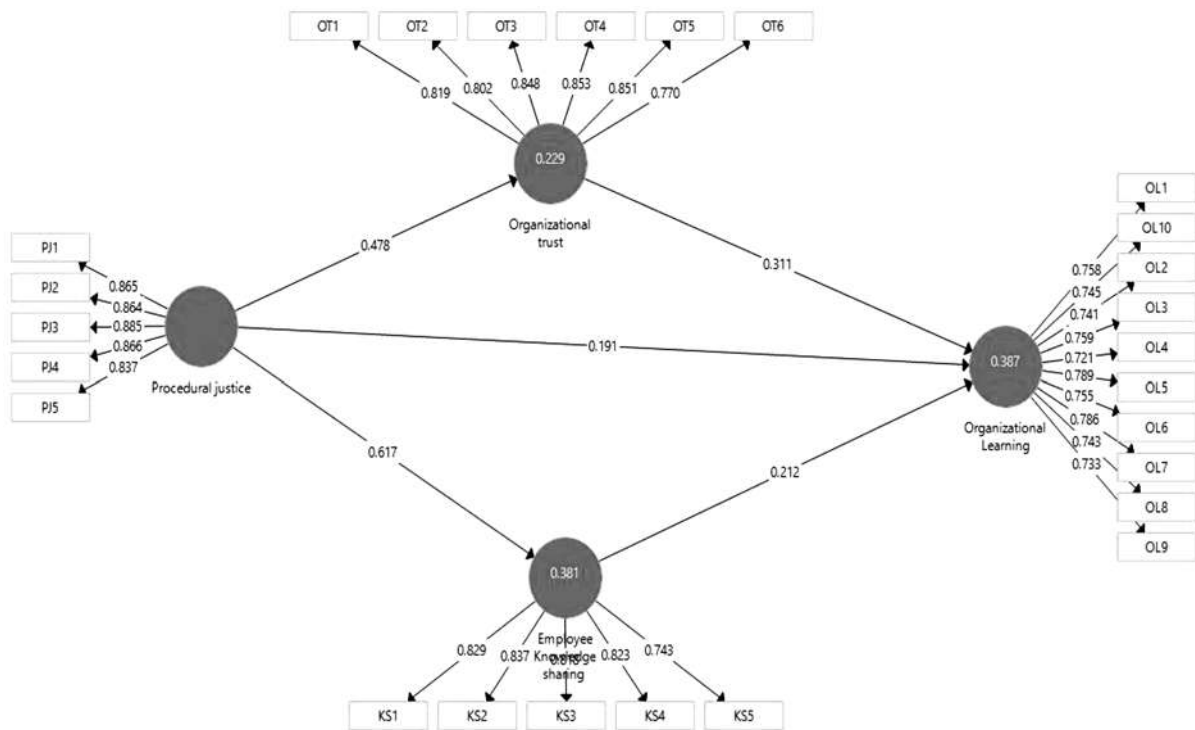


Figure 1. Measurement Model

Note: PJ= procedural justice, OT= organizational trust,
 OL= organizational learning, EKS= employee knowledge sharing

The author of the present study initially analyzed measurement model, which lead to the structural model in the latter half. While analyzing the measurement model, there are five criteria which must be followed. The first criteria are to evaluate the reliability of the individual item. Basically, they are the loadings that are associated with a single variable. The threshold value of loading is 0.707, as proposed by Barclay, Higgins, and Thompson (1995). Table 1 below shows the factor loading of all items involved in the study.

Table 1. Items Loading

	EKS	OL	OT	PJ
KS1	0.829			
KS2	0.837			
KS3	0.818			
KS4	0.823			
KS5	0.743			
OL1		0.758		
OL10		0.745		

OL2		0.741		
OL3		0.759		
OL4		0.721		
OL5		0.789		
OL6		0.755		
OL7		0.786		
OL8		0.743		
OL9		0.733		
OT1			0.819	
OT2			0.802	
OT3			0.848	
OT4			0.853	
OT5			0.851	
OT6			0.770	
PJ1				0.865
PJ2				0.864
PJ3				0.885
PJ4				0.866
PJ5				0.837

Note: PJ= procedural justice, OT= organizational trust,
 OL= organizational learning, EKS= employee knowledge sharing

After the evaluation of loading of the items, it is important to measure the Cronbach Alpha, and composite reliability of the items are evaluated, which are the second and third step of the measurement model respectively. For both of the steps, the threshold value for CR and Cronbach Alpha is minimum 0.70, as mentioned by Bagozzi and Yi (1988). Later Hair Jr, Matthews, Matthews, and Sarstedt (2017) mentioned that factor loading between 0.60 and 0.70 is acceptable, but all the values of factor loading in the present study meet the above-mentioned criteria. After the evaluation of Cronbach Alpha and composite reliability in the present study, the fourth step is to assess the AVE, also known as the average variance extracted of the present study. The minimum threshold value of AVE is 0.50. the values of Cronbach Alpha, AVE and CR of the present study are mentioned in the table 2 below.

Table 2. Reliability of the items

	Cronbach's Alpha	rho_A	Composite Reliability	(AVE)
KS	0.871	0.885	0.905	0.657
OL	0.915	0.916	0.929	0.567
OT	0.905	0.906	0.927	0.679
PJ	0.915	0.916	0.936	0.745

Note: PJ= procedural justice, OT= organizational trust,
 OL= organizational learning, EKS= employee knowledge sharing

In the end, the present study has evaluated discriminant validity by using the HTMT heterotrait-monotrait ratio criteria in the present study. HTMT is a more recent technique to evaluate the discriminant validity of the data. As per the criteria mentioned by Henseler, Ringle, and Sarstedt (2015), the values of HTMT must be less than 0.90. table 3 below shows the values of HTMT meeting the proposed Criteria. Thus, the present study meets all of the criteria for measurement model validation.

Table 3. HTMT Criteria (Discriminant validity)

	EKS	OL	OT	PJ
EKS				
OL	0.637			
OT	0.887	0.621		
PJ	0.661	0.511	0.525	

Note: PJ= procedural justice, OT= organizational trust,
 OL= organizational learning, EKS= employee knowledge sharing

After a successful evaluation of the measurement model, the present study used a structural model for the confirmation of the proposed hypothesis. Beta values were obtained statistically using two-tailed tests by performing the bootstrapping procedure through Smart PLS for the evaluation of the structural model. Five thousand subsamples were run of 389 cases through the bootstrapping procedure. As a result, the author got both direct and indirect results of the study. Table 4 below shows the direct results of the hypothesis involved in the study. As the study involves a two-tailed hypothesis, therefore cut offline for t-value to accept the hypothesis at 95% significance is 1.967. table 4 below shows all the statistical results of the direct hypothesis proposed earlier.

Table 4. Direct results of the study

	(O)	(STDEV)	(O/STDEV)	P Values
EKS -> OL	0.212	0.077	2.745	0.006
OT -> OL	0.311	0.076	4.082	0.000
PJ -> EKS	0.617	0.042	14.738	0.000
PJ -> OL	0.191	0.066	2.904	0.004
PJ -> OT	0.478	0.056	8.528	0.000

Note: PJ= procedural justice, OT= organizational trust,
 OL= organizational learning, EKS= employee knowledge sharing

It's evident from the statistical values mentioned in table 4 above that all proposed hypothesis related to direct relationships are supported. EKS impacts OL positively, OT impacts OL significantly and positively, PJ has a significant positive relationship with EKS, PJ has a significant positive relationship with OL, and PJ and OT are significantly related to each other as well.

Table 5. Indirect results of the study

	(O)	(STDEV)	(O/STDEV)	P Values
PJ -> EKS -> OL	0.131	0.049	2.685	0.007
PJ -> OT -> OL	0.149	0.041	3.603	0.000

Note: PJ= procedural justice, OT= organizational trust,
 OL= organizational learning, EKS= employee knowledge sharing

In the later stage of analysis, the mediation hypothesis was tested as well through the bootstrapping procedure of the present study. In the present study, two mediation results were proposed. First, the mediation result of EKS between PJ and OL. From table 5, its statistically proven that EKS mediated the relationship of PJ and OL. On the other hand, the study proposed mediation result of OT among PJ and OL. This hypothesis in the present study is also supported statistically.

The next phase of the structural model is to assess the values of R square. It is the test to evaluate the impact of independent variables on the outcome variables. For the present study, the criteria of Chin (1998) was followed for the assessment of R square in the present research. It is determined that all predicting or independent

variables have a substantial impact on the outcome variable. Its mentioned in table 6 below as well. Structural model is presented in Figure 2.

Table 6. R Square values

	R Square
EKS	0.381
OL	0.387
OT	0.229

Note: OT= organizational trust, OL= organizational learning, EKS= employee knowledge sharing

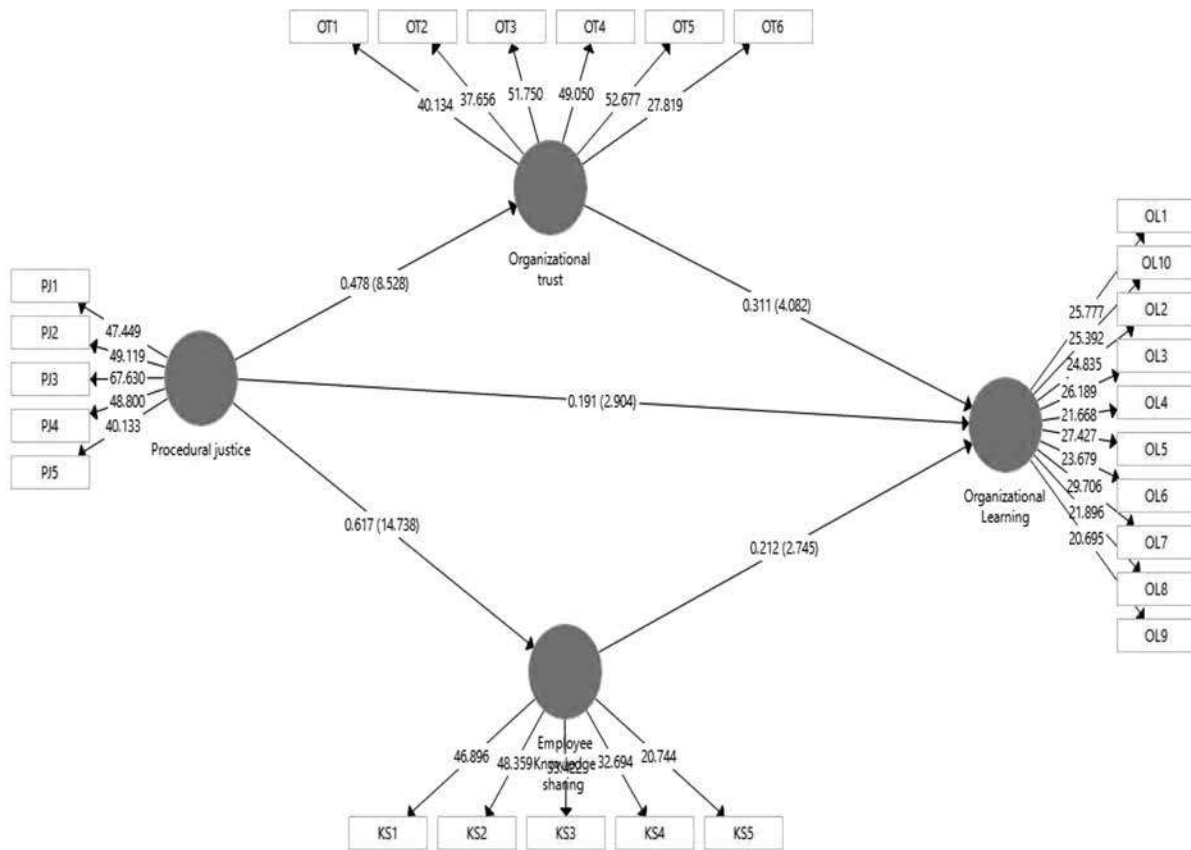


Figure 2. Structural Model

Note: PJ= procedural justice, OT= organizational trust, OL= organizational learning, EKS= employee knowledge sharing

After the evaluation of the structural model and measurement model through smart PLS, the final stage is to measure the Q square values. As recommended by Stone (1974), the value of Q square must be > 0.

Table 7. Q square

	SSO	SSE	Q² (=1-SSE/SSO)
EKS	1945.000	1500.769	0.228
OL	3890.000	3058.540	0.214
OT	2334.000	1979.381	0.152

Note: OT= organizational trust, OL= organizational learning, EKS= employee knowledge sharing

The study followed blindfolding procedure at a distance of 7. As mentioned in the values of table 7 above that, all figures of Q square are more than zero. Thus, this proposed criterion is also fulfilled (see Figure 3).

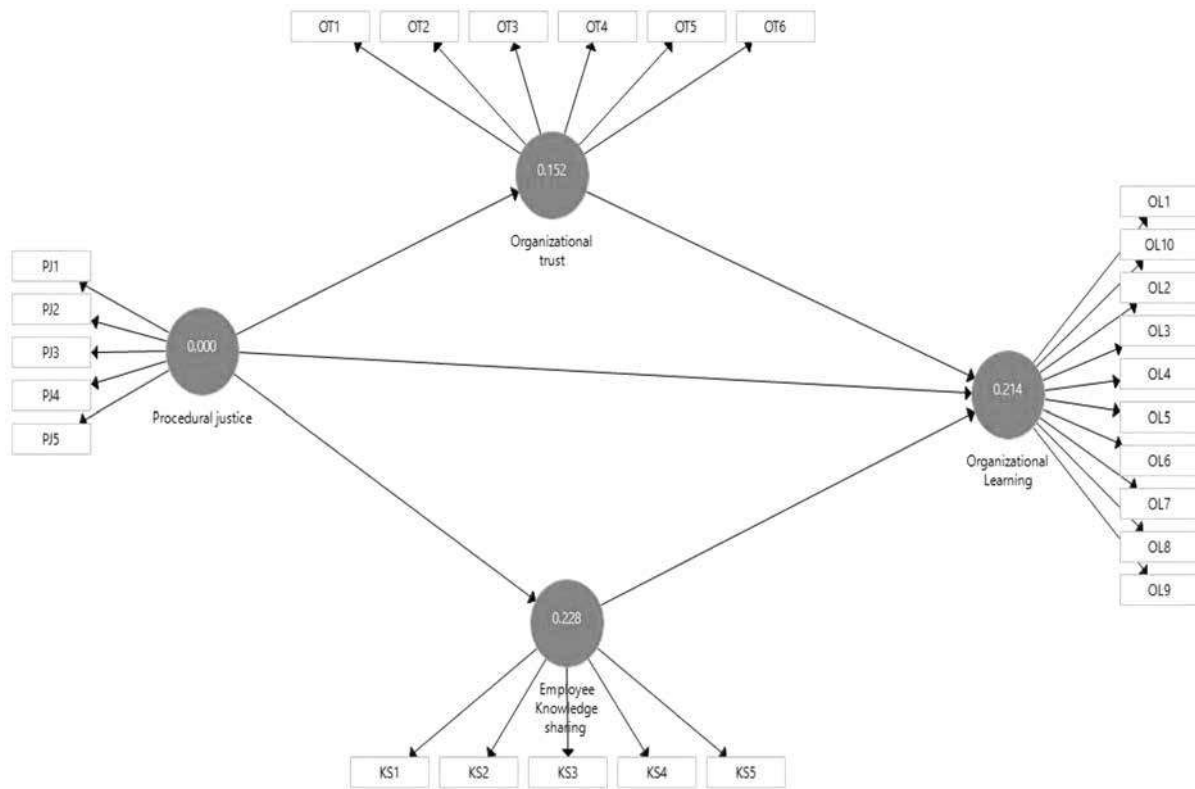


Figure 3. The final result model

Note: PJ= procedural justice, OT= organizational trust, OL= organizational learning, EKS= employee knowledge sharing

4. Conclusion

For the long term survival of the organizations, it is important that they keep on learning from their internal and external environment. On the basis of these learning, they can alter the strategies to compete with the market. In the same scenario, organization learning is important for automotive firms in Indonesia. Therefore, this research was conducted to assess the impact of procedural justice on employee knowledge sharing, organizational trust and organizational learning. Moreover, the study also examined the mediating role of organizational trust and employee knowledge sharing among procedural justice and organizational learning (Kimanzi, 2020; Klonaridis, 2020; Ghozali et al., 2020; Helmi et al., 2020; Nel & Masilela, 2020; Altouniy et al., 2020).

The findings of the study highlight the importance of procedural justice, employee knowledge sharing and organizational learning. It is important that employees working in the organization must be treated with justice. They must be acknowledged on the team and the individual basis on the basis of their performance. The top performer must be acknowledged differently. It will lead to the quest among employees to gain knowledge and skills to improve their performance. Sharing of knowledge, skills and information is important among employees to achieve long term organizational goals (Heland-Kurzak, 2020; Justice et al., 2020). Moreover, procedural justice will also lead to the development of trust among employees for the organization. If the employees have the perception that the organization want betterment of the employees and will not take any step which will impact the employees' interest, they will contribute to the organizational learning process (Sgammini & Muzindutsi, 2020; Slusarczyk & Pyplacz, 2020; Brichieri-colombi, 2020; Maluleke, 2020; Mazibuko & Dlodlo, 2020).

There are few shortfalls in the present study just like other studies. The research framework proposed in the present study should be examined in the service sector firm. Moreover, the moderating role of organizational culture should be examined on the path of organizational trust and organizational learning because the culture of an organization plays an important role in shaping the learning of employees within an organization. In the end, the findings of the study are helpful for the policy makers to use HR strategies for the purpose of enhancing their organizational learning.

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